

**Fayette County Public Schools  
High School Health Education  
Skills Based Health Curriculum Map**

The expectation for 2020-2021 is for Fayette County health educators to use a Skills-Based Health Curriculum. Standard 1 addresses concepts (what students will *know*) related to health promotion and disease promotion to enhance health. Standards 2-8 are skills (what students should have the opportunity to *practice and demonstrate proficiency of*): analyze influences, accessing valid and reliable resources, using interpersonal communication skills, making decisions, setting goals, practicing healthy behaviors, and advocating for personal, family, and community health. They are sequenced to show progression from knowledge to the application of skills.

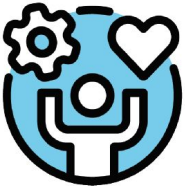
Each skill unit will have a skills-based performance assessment. The skills-based performance assessment is up to individual school discretion as long as the assessment assesses the skill. Content standards can be assessed within the skill assessment or this can be a separate formative assessment grade. Examples for various skills based performance assessments will be available on <https://navigator.fcps.net/>.


The content standards will be taught in the skill unit but these will be chosen individually by each school. For example, for decision making, Tates Creek may want to cover nutrition so the students are making healthy decisions regarding their nutrition. Henry Clay may want to teach decision making using ATOD standards. Each school is responsible for covering all content based standards.

*Note: The below curriculum map shows progression of Skills due to Covid-19. For each unit, skill standards, SEL competencies, suggested content standards, and examples of skill based performance assessments.*


*Note: If your school has common assessments, then your school will need to agree with a common skills-based assessment for each unit as well as which units the content standards will be taught.*



## Fayette County Skills Based Curriculum Map


Units (In order)	Skills Standards	SEL Competencies	Possible Content Standards	Performance Assessment Ideas
<p><b>Self-Management (Standard 7)</b></p>  <p><b>Recommended Teaching Time~ 6 classes</b></p>	<p>Standard 7: Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>H.S. 7.1 Analyze the role of individual versus societal responsibility for health-related behaviors.</p> <p>H.S. 7.2 Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors, and promote positive overall wellness.</p> <p>H.S. 7.3 Design and implement a plan to model healthy physical and emotional health behaviors.</p> <p>H.S. 7.4 Describe various practices to enhance personal safety.</p> <p>H.S. 7.5 Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.</p> <p>H.S. 7.6 Explain the importance of preventative</p>	<p>Self-Management</p> <p>Self-Awareness</p>	<p>1.1 Differentiate between proper use and abuse of over-the-counter medicines and prescription medicines.</p> <p>1.2 Describe the harmful effects of binge drinking.</p> <p>1.3 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.</p> <p>1.6 Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.</p> <p>1.10 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight</p> <p>1.11 Analyze the interrelationship of physical, mental, emotional, social and spiritual health.</p> <p>1.12 Evaluate effective strategies for dealing with stress.</p> <p>1.16 Analyze the benefits of rest and sleep.</p>	<p>Self-Care Stress Tool</p> <p>Self-Management Plan</p> <p>Healthy Habits Self-Management Assessment</p>


	<p>health care necessary to maintain overall wellness.</p>		<p>1.17 Summarize personal strategies for minimizing potential harm from sun exposure  1.18 Summarize important health screenings, immunizations, checkups, and examinations to maintain good health.  1.20 Explain accepted procedures for basic emergency care and lifesaving including CPR.  1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.  1.33 Summarize non-violent ways to respond to stress when angry or upset.  1.35 Analyze the relationship between using alcohol and other drugs and violence.</p>	
<p><b>Accessing Information (Standard 3)</b></p>  <p><b>Recommended Teaching Time~</b></p>	<p>Standard 3: Access valid information, products and services to enhance health.</p> <p>HS 3.1 Evaluate the validity, reliability, and accessibility of health information, products, and services.  HS 3.2 Analyze factors that influence opportunities to obtain reliable resources that</p>	<p>Self-Awareness  Social Awareness  Self-Awareness</p>	<p>1.8 Describe the recommendations of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.  1.11 Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.  1.12 Evaluate effective strategies for dealing with stress.</p>	<p>Being a Health Reporter</p> <p>Standard 3 Assessment Worksheet: Accessing Valid and Reliable Information, Products, and Services</p> <p>Accessing Valid and Information about Contraception and</p>

<p><b>6 classes</b></p>	<p>support health-enhancing behaviors.</p>		<p>1.13 Determine when to seek help for mental and emotional health problems.</p> <p>1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <p>1.25 Summarize the relationship between the menstrual cycle and conception.</p> <p>1.26 Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs</p> <p>1.27 Describe the increased risks associated with having multiple sexual partners including serial monogamy.</p> <p>1.30 Analyze the emotional, social, physical, and financial effects of being a teen parent.</p> <p>1.37 Explain why rape and sexual assault should be reported to a trusted adult.</p> <p>1.40 Explain when to seek help for mental health problems that contribute to violence.</p>	<p>Sexually Transmitted Infections</p>
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<p><b>Analyzing Influences (Standard 2)</b></p>  <p><b>Recommended Teaching Time~ 6 classes</b></p>	<p>Standard 2: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HS 2.1 Analyze how family, culture, environments, and communities affect personal health and wellness practices.</p> <p>HS 2.2 Distinguish how family, peers, community, culture, media, and perceptions of norms influence healthy behaviors.</p> <p>HS 2.3 Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.</p> <p>HS. 2.4 Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.</p>	<p>Self-Management</p> <p>Social Awareness</p> <p>Self-Awareness</p>	<p>1.4 Summarize why alcohol or other drug use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other drug risks.</p> <p>1.9 Summarize how to make healthy food selections when dining out.</p> <p>1.21 Evaluate the negative consequences of sending sexually explicit pictures or messages electronically.</p> <p>1.22 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth, and development, and sexual health.</p> <p>1.39 Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.</p> <p>1.32 Evaluate the financial costs of tobacco use to the individual and society.</p>	<p>Social Media Reflection Assessment</p> <p>Music with a Message</p> <p>Abstinence and Sexual Health</p> <p>Healthy Eating when Dining Out</p> <p>Bicycle Safety</p>
<p><b>Interpersonal Communication (Standard 4)</b></p>	<p>Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>Relationship Skills</p> <p>Self-Awareness</p> <p>Social Awareness</p>	<p>1.14 Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers, and boyfriends and girlfriends.</p>	<p>Relationship Role Plays</p> <p>Refusal Skills in Pressure Situations</p>

 <p><b>Recommended Teaching Time~ 6 classes</b></p>	<p>4.1 Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>4.2 Analyze and demonstrate how to effectively manage personal information in electronic communications.</p> <p>4.3 Choose healthy ways to express affection within relationships.</p> <p>4.4 Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</p>		<p>1.15 Evaluate strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.</p> <p>1.28 Analyze situations that could lead to being pressured to having sex.</p> <p>1.31 Examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use.</p> <p>1.34 Analyze why it is important to understand the perspectives of others in resolving a conflict situation.</p> <p>1.38 Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.</p>	<p>Using Interpersonal Communication to Cope with Sexting</p>
<p><b>Decision-Making (Standard 5)</b></p> 	<p>Standard 5: Use decision-making skills to enhance healthy behaviors.</p> <p>5.1 Formulate healthy alternatives to risky behaviors by using decision-making skills.</p> <p>5.2 Determine when professional treatment or</p>	<p>Responsible Decision Making</p> <p>Social Awareness</p> <p>Self-Awareness</p>	<p>1.3 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.</p> <p>1.13 Determine when to seek help for mental and emotional health problems.</p>	<p>Promoting Healthy Decisions</p> <p>Determining when Someone Needs Help</p> <p>Decision-Making Comic Strip</p>

<p><b>Recommended Teaching Time~ 6 classes</b></p>	<p>services are needed for unhealthy behaviors. 5.3 Determine when to access professional safety and injury prevention information, services, and/or products.</p>		<p>1.19 Summarize how to make healthy food selections when dining out. 1.21 Evaluate the negative consequences of sending sexually explicit pictures or messages electronically. 1.24 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol, and other drugs with sexual risk behaviors. 1.29 Explain why is is wrong to trick, threaten, or coerce another person into having sex. 1.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. 1.40 Explain when to seek help for mental health problems that contribute to violence.</p>	<p>Using Decision Making to Help a Friend with an Eating Disorder</p>
<p><b>Goal-Setting (Standard 6)</b></p> 	<p>Standard 6: Use goal-setting skills to enhance healthy behaviors.</p> <p>6.1 Assess how personal attributes, values, beliefs, influence healthy and unhealthy personal health-related behaviors. 6.2 Use goal-setting strategies to develop realistic short-and</p>	<p>Self-Management Self-Awareness Social Awareness Responsible Decision Making</p>	<p>1.7 Describe the relationship between diet and chronic diseases 1.24 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol, and other drugs with sexual risk behaviors.</p>	<p>Goal-Setting Post Assessment Personal Action Plan Using Goal Setting Skills to Quit Tobacco</p>

<p><b>Recommended Teaching Time~ 6 classes</b></p>	<p>long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health, and reduce violence. 6.3 Analyze, revise, and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p>		<p>1.26 Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs</p>	
<p><b>Advocacy (Standard 8)</b></p>  <p><b>Recommended Teaching Time~ 6 classes</b></p>	<p>Standard 8: Advocate for personal, family, and community health.</p> <p>8.1 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors. 8.2 Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence. 8.3 Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity, and/or disabilities. 8.4 Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health</p>	<p>Self-Management Self-Awareness Social Awareness Responsible Decision Making Relationship Skills</p>	<p>1.4 Summarize why alcohol or other drug use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other drug risks. 1.6 Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs. 1.10 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. 1.18 Summarize important health screenings, immunizations, checkups, and examinations to maintain good health. 1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and</p>	<p>Public Service Announcements (PSA) Say Yes to Safe Sex Instagram Project Teenage Depression Respecting Differences Magazine Cover Advocating for a School Health Fair</p>



	<p>messages and services to improve the health of self and others.</p>		<p>the sexual transmission of HIV and other STDs.  1.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.  1.38 Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.</p>	
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**Instructional Strategies and Other Resources**

Health Education Standards <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<https://healthsmartva.org/>

Healthy Schools Start Here [www.rmc.org](http://www.rmc.org)

Advocates for Youth (Rights, Respect, Responsibility) <https://3rs.org/3rs-curriculum/>

<https://newsela.com/>

Health Education-High School Resources <https://sfusdhealtheducation.org/high-school-resources/>

Common Sense Media <https://www.common sense.org/education/>

Dove Self Esteem Project <https://www.dove.com/us/en/dove-self-esteem-project.html#>

Protecting Mental Health. Preventing Suicide <https://www.jedfoundation.org/>

Sex Education <http://answer.rutgers.edu/page/sexedstandards/>

<https://slowchathealth.com/>

Teenage Depression <https://www.erikaslighthouse.org/>

21st Century Skills <https://www.aeseducation.com/blog/what-are-21st-century-skills>

Kentucky Youth Risk Behavior Survey Results 2017 <https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=KY>

Everfi <https://platform.everfi.net/login>